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ABSTRACT

During 1993-94 the educational administration faculty at the University of Manitoba (Canada) became involved in a self-study process to examine issues of equality and inclusivity in relation to the masters program. This paper describes an elective course for students enrolled in the Educational Administration Master's Program at the University of Manitoba. The course seeks to engage participants in high-order critiques of educational practice and discourse. It will provide a framework for analyzing how schools have responded not only to the demands of the economy and the state, but also to a variety of social demands. The course will also examine how schools have dealt over time with issues of class, race, gender, heterosexism, ableism, and sexual orientation. In addition, the course will explore how teachers envision and re-envision their roles in a process of change. The three-credit course will integrate a historical perspective into the analysis of administrative concerns and theories, with a focus on Manitoba public education and contested issues of equity and inclusivity. The course is organized around four interconnected themes: (1) the role of the school as a politically contested arena; (2) the development of teaching as a profession; (3) the role of the teacher and gender issues; and (4) curriculum, political socialization, and the idioms of Canadian citizenship. (LMI)

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CONTROVERSIAL ISSUES IN PUBLIC SCHOOL ADMINISTRATION: OUTLINE FOR AN INCLUSIVE INSTITUTE

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CONTROVERSIAL ISSUES IN SCHOOL ADMINISTRATION: OUTLINE FOR AN INCLUSIVE INSTITUTE

BACKGROUND: The Department of Educational Administration and Foundations of the Faculty of Education as a site of the Inclusive Curriculum Project at the University of Manitoba. [1]

The design for a topic oriented Institute in Educational Administration had its beginnings in the pilot Inclusive Curriculum Project at the University of Manitoba carried out at the University of Manitoba in 1993 and 1994. The Project was headed by Dr. Rosa Bruno-Jofre, a member of the Department, acting in her capacity as Academic Senior Fellow, Office of the Vice-President Academic and Provost. The Educational Administration area of the Department was one of the volunteer sites for the Project throughout its duration. Dr. Jon Young was Acting Head of the Department.

Because at that time the members of the Educational Administration area were teaching most of the core courses in the Educational Administration Master's Program, they decided to focus their attention on reviewing that program. The Educational Administration team became involved in a self-study process to examine issues of equality and inclusivity as they related to the Master's Program. Since the team felt the need to have the students' perspective of the curricular and pedagogical dimension of its work, Bruno-Jofre and Young conducted a survey of graduate students, and as a result the team designed a plan for action that was approved by the Departmental Council. Clause 2.1 of the plan refers to program structure and content. It recommends : "to take steps to ensure that inclusivity is fully taken up in the Master's Program.This will include infusing issues of inclusivity across the curriculum as well as exploring the place of specific courses and institutes within the required and elective element of the program. "

Accordingly, we, Bruno-Jofre and Young, decided to organize a 500 level institute, a designation that is used to describe a course characterized by its interdisciplinary character, team teaching, the use of local and national resource people, and a flexible

[1] Rosa Bruno-Jofre and Jon Young analyze the experience in a paper still in process.

schedule that allows for the intensive participation of working teachers. At the Faculty of Education courses and institutes with a 500 level designation are professional courses open only to students with a first degree. They are used either towards a Post-Baccalaureate Certificate in Education (PBCE) or as elective courses in a Master's Degree in Education.

The course will be offered by the Department of Educational Administration and Foundations, Faculty of Education, The University of Manitoba. It will be team-taught by Dr. Rosa Bruno-Jofre and Jon Young.

RATIONALE

This institute links social foundations of education and educational administration in an attempt to engage participants in high order critiques of educational practice and discourse. The institute will provide a framework for analyzing how schools have responded not only to the demands of the economy and the state but, also to a variety of social demands. The institute will also examine how schools have dealt, over time, with issues of class, race, gender, heterosexism, ableism, and sexual orientation. Finally, the institute will explore how teachers envision and re-envision their roles in a process of change.

This institute will be an elective for students enrolled in the Master's Program, in the Post-Baccalaureate Certificate, and will be opened to teachers in general. The Educational Administration Master's Program is tied to certification (level 2 certification) and indirectly to promotion for those who complete it. The Master's Program is an effective place from where to exert influence on the school system; its graduates generaly aspire to and often attain leadership roles within the system. Exposure to issues of inclusivity will hopefully open new avenues of thought and action.

DESCRIPTION:

This three credit course will integrate a historical perspective into the analysis of administrative concerns and administrative theories. It will focus primarily, although not exclusively, on Manitoba education. It will deal with critical issues in public education, particularly with regard to the purposes of public schooling and to the ongoing and contested issues of equity and inclusivity. The course is based upon a belief that an understanding of the historical development of some of these recurring themes in school administration have an important contribution to make to contemporary debate about education.

THEMES AND THEORETICAL FRAMEWORK :

The institute is organized around four interconnected themes: (i) the role of the school as a politically contested arena and the tensions between the ideal of the "common school", anglo-conformity as a hegemonic principle, forms of discrimination and racism, and resistance and political affirmation from the ethnic communities and the Aboriginal Peoples; (ii) the development of teaching as a profession and the forming of teachers' identity along with ideological as well as policy and administrative changes; (iii) the role of the teacher - the gender issues; (iv) curriculum, political socialization, and the idioms of Canadian citizenship: what is taught and how?

Within the first of these themes \ public schooling will be examined as part of the process of state formation, "a definite social form of education," "a structure of political power." [2] We will explore the historical conflicts and struggles over control and inclusion in schools as social history. Important topics to be explored are contemporary developments such as the establishment of a Francophone School Board in Manitoba, Aboriginal Self-Determination and Education, and the funding of Independent Schools in Manitoba.

The second and third theme will deal with teachers' preparation, the changing visions of education, and the teachers' identity (who were the teachers?); the

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2 Philip Corrigan and Bruce Curtis, "Education, Inspection and State Formation: A Preliminary Statement," Historical Papers/Communications Historiques (1985), 157.

implications of the feminization of teaching at the elementary level; the role of professional organizations such as the Manitoba Teachers' Society in providing educational leadership; the place of women in the Teachers' Society; the impact of socio-economic changes on administrative arrangements (e.g. consolidation; dissolution of the inspectorate, etc.); reconceptualizing the role and image of the teacher in light of the envisioned inclusive school.

The fourth theme will lead to an exploration of curriculum and pedagogical issues in relation to the examination of features of particular cultural idiom(s) of citizenship. It will examine the contested character of the concept of citizenship and the many dimensions of the movement from Anglo-conformity to multiculturalism, and to global competiveness and marketability.

The four themes will each cover approximately three sessions. Each theme (on occasion two themes may be merged) will conclude with a case study analysis, usually in the form of a workshop with guest speakers. The course will open with conceptual and theoretical explorations that will be applied to the examination of the issues and closes with a revision of those concepts and theories in light of the analysis done during the course.

It is acknowleged that the semi-autonomous dynamics of gender, race, class, ethnicity, ableness, and sexual orientation cannot be subsumed in each other. These elements intersect in contradictory and non-synchronic manners creating differential entitlements and power configurations. [3] An understanding of the dynamics of gender, race, class, ethnicity, ableness, and sexual orientation can help to explore discursive practices, the dominance of "common sense ideas", and the process of identity formation. The understanding can also shed light on the workings of ideological and institutional forms of racism, sexism/ and other ism.

Schools are arenas where class, race and gender dynamics are displayed out embodying at a micro-level the interaction of the economic, political, and cultural elements . Schools and educational bureaucracies provide examples of the systemic

[3] See Michael Apple and C. McCarthy, "Race, Class and Gender in American Educational Research: Towards a Nonsynchronous Parallelist Position. In Wes, L. (ed.). Class, Race and Gender in U.S. Schools. Albany, State University of New York Press, 1987.

character of all forms of discrimination and their connections. The course will encourage students to explore how what is learned at school can become an instrument to be used by students to change social location and how teachers can play transformative roles.

WORKING SCHEDULE

Session 1-3: **Themes**: ***a)*** Theoretical considerations
The school as a politically contested arena.
Inclusivity, race, class, gender, ethnicity,
abilities, sexual orientation as categories of analysis.

b) The idea of the common school versus the fragmentation of public education : origins of public schooling; resistance, and politics of voices: contradictory forms of participation (the parents'voice, the gender issue, the religious ingredient); the influence of the neo-conservative discourse.

c) Aboriginal self-determination and education.
The French-Canadian issues: bilingualism, immersion programs, Franco-phone school boards.
The funding of independent schools.

Session 4: **Case Study**: Children of the Earth School (Winnipeg, Manitoba)
A school created by the Aboriginal community
but publicly funded through the area school board.
(One day session on Saturday)

Sessions 5-6 **Themes: a)** The professionalization of teaching and the changing visions of education: from the Normal School to the Faculty of Education. The functions of education.

b) The role of professional associations in providing educational leadership; the place of women in the associations; educational administration and affirmative action.

c) The creation of the teachers' identity: image, the socially constructed self, the envisioned role of the teacher

Case Study: Recreating the image of the teacher in light of an inclusive school.
A combination of discussion of readings and testimonies

from the field; discussions of the contradictions the practitioners see between the arguments in the readings and their own personal experiences.
(One day session on Saturday)

Break

Sessions 8-9: **Themes: a)** What is taught and how and the process of political socialization: A critical review.

b) Citizenship as a contested concept: moral democracy versus market democracy. The critical educator and the understanding of the substantive rights of citizenship.

c) Schooling and citizenship: policies and practices, from Anglo-conformity to multiculturalism, to global competitiveness, marketability in the information age.

Session 10: **Case Study:** Critical analysis of current school reform movements (e.g. "third wave" school restructuring): 1990's idioms of citizenship and education.

Closing arguments: going back to theoretical concepts

Course Evaluation

REQUIRED READINGS WILL BE SELECTED FROM THE FOLLOWING:

Barlow, Maude and Robinson H. J. Class Warfare: The Assault on Canada's Schools. Toronto: Key Porter Books, 1994.

Barman, Jean, et al. Indian Education in Canada, 3 vols. Vancouver, University of British Columbia Press, 1986.

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Bruno-Jofre, Rosa. "The Manitoba Teachers' Federation, 1919-1933: The Quest for Professinal Status." In Issues in the History of Education in Manitoba: From the Construction of the Common School to the Politics of Voices, ed. Rosa Bruno-Jofre, New York and Queenston, 1993, pp.325-368.

Brosio, Richard, "Capitalism's Emerging World Order: The Continuing Need for Theory and Brave Action by Citizen-Educators." Educational Theory, 43, 4 (1993): 467-462.

Corrigan, Philip and Bruce Curtis ."Education, Inspection and State Formation: A Preliminary Statement," The Canadian Historical Association, Historical Papers, 1985, 156-171.

Fine, Melinda. " 'You Can't Just Say That the Only Ones Who Can Speak Are Those Who Agree with Your Position': Political Discourse in the Classroom," Harvard Educational Review, Special Issue, Improving Schools from Within, Creating Successful Classrooms, Harvard Educational Review, 63,3 (1993):412-433.

Foster, W. Paradigms and Promises: New Approaches to Educational Administration. Buffalo: Prometheus Books, 1986.

Goodman, Jesse. "Change without Difference: School Restructuring in Historical Perspective, Harvard Educational Review, 65,1 (1995): 1-29.

Goodman, Jesse. "Issues of Misrepresentation in Scholarly Discourse: A Meta-Analysis of Educational Criticism," Harvard Educational Review, 65, 4 (1995): 651-667.

Greene, Maxime. "The Passions of Pluralism: Multiculturalism and the Expanding Community," Educational Researcher, 22, 1 (1993): 13-18.

Giroux, Henry. "Educational Leadership and the Crisis of Democratic Government," Educational Researcher,21, 4 (1992): 4-11.

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Haig-Brown, Celia. Resistance and Renewal: Surviving the Indian Residential School. Vancouver: Tillacum Library, 1988.

Ng, Roxana. "Multiculturalism as Ideology: A Textual Analysis." In Knowledge, Experience, and Ruling: Sutdies in the Social Organization of Knowledge. Ed. Marie Campbell and Ann Manicom, Toronto: University of Toronto Press, 1995.

Osborne, Ken. Teaching for Democratic Citizenship. Toronto: Our Schools/OurSelves, 1991.

Reynolds, Cecilia. "In the Right Place at the Right Time: Rules of Control and Woman's

Place in Ontario Schools, 1940-1980." Canadian Journal of Education, 20,2 (1995):129-145.

Reynolds, Cecilia and Beth Young.eds. Women and Leadership in Canadian Education. Detselig: Calgary, 1995.

Weiss, Carol. "The Four "I's" of School Reform: How Interests, Ideology, Information, and Institution Affect Teachers and Principals," Harvard Educational Review, 65, 4 (1995): 571-592.

Young, Beth. "On Careers: Themes form the Lives of Four Western Canadian Women Educators." Canadian Journal of Education, 17, 2 (92): 148-161.

Young, Jon (ed.) Breaking the Mosaic: Ethnic Identity and Canadian Schooling. Toronto: Garamond Press, 1987.